



North Carolina Department of Public Instruction

## **INSTRUCTIONAL SUPPORT TOOLS**

FOR ACHIEVING NEW STANDARDS

This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

### ***Essential Standards: United States History I • Unpacked Content***

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

#### **What is the purpose of this document?**

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

#### **What is in the document?**

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

#### **How do I send Feedback?**

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at [feedback@dpi.state.nc.us](mailto:feedback@dpi.state.nc.us) and we will use your input to refine our unpacking of the standards. Thank You!

#### **Just want the standards alone?**

You can find the standards alone at <http://www.dpi.state.nc.us/acre/standards/new-standards/>.

Note on Numbering: **H**–History

## History

### Essential Standard:

**USH.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.**

**Concept(s): Historical Thinking**

### Clarifying Objectives

USH.H.1.1 Use Chronological Thinking to:

1. Identify the structure of a historical narrative or story: (its beginning, middle and end)
2. Interpret data presented in time lines and create time lines

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will know:

- Chronological thinking is the foundation of historical reasoning—the ability to examine relationships among historical events and to explain historical causality.

#### The student will be able to:

- Deconstruct the temporal structure (its beginning, middle, and end) of various types of historical narratives or stories. Thus, students will be able to think forward from the beginning of an event, problem, or issue through its development, and anticipate some outcome; or to work backward from some issue, problem, or event in order to explain its origins or development over time.
- Interpret data presented in time lines in order to identify patterns of *historical succession* (change) and *historical duration* (continuity).
- Create time lines to record events according to the temporal order in which they occurred and to reconstruct patterns of historical succession and duration.

# History

## Essential Standard:

**USH.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.**

**Concept(s): Historical Thinking**

## Clarifying Objectives

USH.H.1.2 Use Historical Comprehension to:

1. Reconstruct the literal meaning of a historical passage
2. Differentiate between historical facts and historical interpretations
3. Analyze data in historical maps
4. Analyze visual, literary and musical sources

## Unpacking

What does this standard mean a student will understand, know and be able to do?

### The student will know:

- Historical passages are primary sources that provide firsthand testimony or direct evidence concerning a topic under investigation.
- Historical narratives are research based stories or accounts that describe or interpret historical events.
- Comprehending a historical passage requires that it be read to reveal the humanity of the individuals and groups who lived in the past. What, for example, were their motives and intentions, their values and ideas, their hopes, doubts, fears, strengths, and weaknesses?
- Comprehending a historical passage or narrative requires the appreciation for and the development of *historical perspective*—judging the past in consideration of the *historical context* in which the events unfolded and not solely in terms of personal and/or contemporary norms and values. How then did the social, political, cultural, or economic world of certain individuals and groups possibly influence their motives and intentions, their values and ideas, their hopes, doubts, fears, strengths, and weaknesses?

### The student will be able to:

- Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
- Differentiate between historical facts and historical interpretations but acknowledge that the two are related; that the facts the historian reports are selected and reflect the historian's judgment of what is most significant about the past.

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|  | <ul style="list-style-type: none"><li>• Analyze historical data and sources beyond written passages or narratives in order to clarify, illustrate or elaborate on data presented in historical passages or narratives. This data includes historical maps.</li><li>• Analyze historical data and sources beyond written passages or narratives in order to clarify, illustrate or elaborate on data presented in historical passages or narratives. This data includes, but is not limited to, visual, mathematical, and quantitative data presented in a variety of graphic organizers, photographs, political cartoons, paintings, music and architecture.</li></ul> |
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# History

## Essential Standard:

**USH.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.**

**Concept(s): Historical Thinking**

### Clarifying Objectives

USH.H.1.3 Use Historical Analysis and Interpretation to:

1. Identify issues and problems in the past
2. Consider multiple perspectives of various peoples in the past.
3. Analyze cause-and-effect relationships and multiple causation.
4. Evaluate competing historical narratives and debates among historians.
5. Evaluate the influence of the past on contemporary issues.

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will know:

- *Historical analysis* involves more than a single source. Such an analysis would involve a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past.
- The study of history is subject to an individual's *interpretation* of past events, issues, and problems. There is usually no one right answer, one essential fact, or one authoritative interpretation that can be used to explain the past.
- Historians may differ on the facts they incorporate in the development of their narratives and disagree on how those facts are to be interpreted. Thus, written history is a "dialogue" among historians, not only about what happened but about the *historical interpretation* of *why* and *how* events unfolded.
- Historical issues are frequently value-laden and subsequently create opportunities to consider the moral convictions that possibly contributed to those actions taken by individuals and groups in the past.
- The past inevitably has a degree of relevance to one's own times.

#### The student will be able to:

- Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation. Consequently, **the student will be able to** use criteria to judge the past in consideration of the *historical context* in which the events unfolded and not solely in terms of personal and/or contemporary norms and values.
- Consider multiple perspectives of various peoples in the past by demonstrating their

differing motives, beliefs, interests, hopes, and fears.

- Analyze past events in terms of cause and effect relationships. The student will be able to consider multiple causes of past events by demonstrating the importance of the individual in history; the influence of ideas, human interests, and beliefs; and the role of chance, the accidental and the irrational.
- Use specific criteria to critique competing historical interpretations of past events in order to differentiate between expressions of opinion and informed hypotheses grounded in historical evidence.
- Use specific criteria to judge the relevance of the past to contemporary events and their own lives through a variety of classroom settings such as debates, simulations, and seminars.

# History

## Essential Standard:

**USH.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.**

**Concept(s): Historical Thinking**

### Clarifying Objectives

USH.H.1.4 Use Historical Research to:

1. Formulate historical questions
2. Obtain historical data from a variety of sources
3. Support interpretations with historical evidence
4. Construct analytical essays using historical evidence to support arguments.

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will know:

- *Historical inquiry*, the research or investigation of past events, often begins with a historical question. Historical questions typically address “how” and/or “why” past decisions were made, past actions were taken, or past events occurred.
- *Historical inquiry*, the research or investigation of past events, requires the acquisition and analysis of historical data and documents beyond the classroom textbook.
- *Historical inquiry*, the research or investigation of past events, will allow them to analyze preexisting interpretations, to raise new questions about an historical event, to investigate the perspectives of those whose voices do not appear in the textbook accounts, or to investigate an issue that the textbook largely or in part bypassed.

#### The student will be able to:

- Formulate historical questions by deconstructing a variety of sources, such as historical narratives and passages, including eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.
- Collect historical data from a variety of sources, to help answer historical questions. These sources include library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.
- Interpret historical data, construct reasoned arguments and draw conclusions using historical evidence collected from a variety of sources.
- Create analytical essays that demonstrate historical interpretations, analysis,

	conclusions, and supporting evidence from a variety of sources.
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## History

### Essential Standard:

USH.H.2 Analyze key political, economic and social turning points in United States History using historical thinking.

Concept(s): Turning Points, Historical Thinking

### Clarifying Objectives

USH.H.2.1 Analyze key political, economic, and social turning points from colonization through Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- The chronological narrative of a nation can be examined as a series of interconnected historical turning points.
- Historical turning points typically have multiple causes and effects within that chronological narrative.
- Historical turning points can be considered political, economic and/or social and can derive from a variety of sources such as conflict, legislation, political elections, technological innovations, leadership decisions, social movements or court decisions.

#### The student will know:

- Historical turning points are key moments from the past which typically occur for multiple reasons and ultimately produce a significant amount of change.



## History

### Essential Standard:

USH.H.2 Analyze key political, economic and social turning points in United States History using historical thinking.

Concept(s): Turning Points, Historical Thinking

### Clarifying Objectives

USH.H.2.2 Evaluate key turning points from colonization through Reconstruction in terms of their lasting impact (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- The chronological narrative of a nation can be examined as a series of interconnected historical turning points.
- Turning points may have impacts over large periods of time and relevance to contemporary events, problems and issues.
- The interpretation of historical turning points and their impacts are subject to the criteria by which they are judged.

#### The student will know:

- Historical turning points are key moments from the past which typically occur for multiple reasons and ultimately produce a significant amount of change.

## History

### Essential Standard:

**USH.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.**

**Concept(s): Exploration, Settlement, Movement, Expansion**

### Clarifying Objectives

USH.H.3.1 Analyze how economic, political, social, military and religious factors influenced European exploration and American colonial settlement (e.g., Reformation, mercantilism, improvements in navigation technology, colonization, defeat of Spanish Armada, Great Awakening, etc.).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Nations and individuals motivated by power, wealth, and adventure may experience exploration and settlement differently.
- Individuals and groups are sometimes motivated to relocate and take risks in order to improve their quality of life.
- A nation may choose to colonize other regions of the world to expand its economic and political power.
- Regions may experience differences in economic growth, political systems, and social structures due to geographic and cultural diversity.

#### The student will know:

- How the Protestant Reformation impacted European exploration and settlement of North America.
- How the global imperial conflict between Britain, France and Spain impacted European exploration and settlement of North America.
- How the system of *mercantilism* factored into European exploration and American colonial settlement.
- How the Glorious Revolution impacted European exploration and the political organization of the colonies.
- How the Great Awakening impacted colonial religious, family and educational practices.
- How and to what extent specific factors such as commerce/mercantilism, religion, geographic setting, population diversity, and cultural perspectives

	helped lead to the political, social and economic development of North American colonies.
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## History

### Essential Standard:

**USH.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.**

**Concept(s):** Exploration, Settlement, Movement, Expansion

### Clarifying Objectives

USH.H.3.2 Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the U.S. before the Civil War (e.g., economic diversity of regions, mercantilism, cash crops, triangular trade, ethnic diversity, American Indian beliefs about land ownership, Lewis & Clark expedition, farming, Industrial Revolution, etc.).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Individuals and groups are sometimes motivated to relocate and take risks in order to improve their quality of life.
- Diverse individuals and groups that settle into a particular region shape the cultural identity of that region.
- Geographic factors can shape the migration, settlement and cultural development within a region.
- Government policy can promote and direct the migration and settlement of people.

#### The student will know:

- How economic factors influenced the settlement and development of the thirteen English colonies in North America (e.g., enclosure movement, joint-stock companies, head right system, “Triangular” trade and the growth of cash crops, Navigation Acts).
- How environmental factors, such as topography, climate variations and disease, influenced the settlement and development of the thirteen English colonies in North America.
- How cultural factors influenced the settlement and development of the thirteen

	<p>English colonies in North America (e.g., Quakers in Pennsylvania, Puritan families in New England, indentured servants and slaves in Virginia).</p> <ul style="list-style-type: none"> <li>• How government policies and action influenced the patterns of migration and settlement along the Western frontier (e.g., Land Ordinance of 1785, Northwest Ordinance of 1787, Louisiana Purchase/Lewis and Clark Expedition, Mexican War, Gadsden Purchase, Kansas-Nebraska Act, Homestead Act).</li> <li>• How and to what extent the Industrial/Market Revolution impacted patterns of migration and settlement in the 19<sup>th</sup> Century.</li> <li>• How and to what extent the westward movement and settlement of European colonists and United States citizens impacted the culture and movement of American Indians.</li> <li>• How and to what extent the westward expansion of the United States influenced the spread of slavery.</li> <li>• How and to what extent the Underground Railroad influenced the migration of slaves to free communities in the North before the Civil War.</li> <li>• How and to what extent the onset of freedom impacted the movement of African Americans within and out of the South during Reconstruction.</li> </ul>
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## History

### Essential Standard:

**USH.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.**

**Concept(s): Exploration, Settlement, Movement, Expansion**

### Clarifying Objectives

USH.H.3.3 Explain the roles of various racial and ethnic groups in settlement and expansion through Reconstruction and the consequences for those groups (e.g., Germans, Scotch-Irish, Africans, American Indian Indians, Irish, Chinese, etc.).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Individuals and groups willing to take risks can influence the settlement and expansion of a nation.
- While expansion and settlement may offer opportunities for various groups, it may also limit opportunities due to discrimination and racism.

#### The student will know:

- To what extent each of the thirteen original English colonies was culturally diverse.
- How, why and to what extent early English colonies relied on African slave labor to survive and prosper.
- How various groups of American Indians influenced the settlement and expansion of the European colonies and the United States frontier.
- How, why and to what extent various groups of people took the opportunity to move westward during the 19<sup>th</sup> Century territorial expansion of the United States (e.g. Mormons, Forty-niners, Homesteaders).
- To what extent the nation's territorial expansion westward led to cultural diffusion and conflict between various groups (e.g., 49ers, Mormons, homesteaders, American Indians, African freedmen, Asian immigrants and Mexicans).
- How various racial and ethnic groups aided in the industrial and agricultural expansion of the United States.
- The extent to which various racial and ethnic groups who aided the settlement and expansion of the United States were either accepted or discriminated against (e.g., Scots-Irish, Irish, German, Asian).

	<ul style="list-style-type: none"> <li>• How and to what extent the westward expansion of the United States influenced the spread of slavery.</li> <li>• How and why American Indians were forced to the Great Plains and eventually reservations by the mid 19<sup>th</sup> Century and how that movement impacted American Indian culture.</li> </ul>
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## History

### Essential Standard:

**USH.H.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.**

**Concept(s): Exploration, Settlement, Movement, Expansion**

<b>Clarifying Objectives</b>	<b>Unpacking</b> What does this standard mean a student will understand, know and be able to do?
<p>USH.H.3.4 Analyze voluntary and involuntary immigration trends through Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response (e.g., Puritans, Pilgrims, American Indians, Quakers, Scotch-Irish, Chinese, Africans, indentured servants, slavery, Middle Passage, farming, ideas of the Enlightenment, etc.).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• The development of technology and industry encourages immigration, urban development, and ethnic diversity.</li> <li>• Immigrants are often challenged with economic hardship, poor living conditions and discrimination.</li> <li>• Forces that push or pull various groups of people to move to a particular place or region may factor into the cultural development of that place or region.</li> <li>• Public responses to immigration may influence government policies.</li> <li>• Immigrants can benefit from the assistance of individuals or government services; or persevere and overcome the lack of such assistance.</li> <li>• Diverse groups of immigrants can contribute to the cultural, social, economic and political development of a nation.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How and why various religious and/or ethnic groups immigrated to the colonies and</li> </ul>

the United States (e.g., Puritans, Pilgrims, Quakers, Jews, African slaves, Germans and Irish Catholics).

- How and to what extent various religious and/or ethnic groups immigrated and contributed to the culture of a particular place or region (e.g., Quakers in Pennsylvania, Puritans in New England, Scots-Irish and Moravians in North Carolina, Chinese in San Francisco, African slaves in South Carolina).
- How indentured servitude worked and the extent to which it impacted the economic, social and political development of various places and regions.
- How and why the “triangular trade” promoted the enslavement of West Africans in the New World.
- How and to what extent various groups of 19<sup>th</sup> Century immigrants were subjected to political and economic discrimination, as well as, cultural stereotypes.(e.g., nativism, Order of the Star-Spangled Banner, Know-Nothings, Thomas Nast and Harper’s Weekly cartoons, “Forty-Eighters”, Naturalization Act of 1870).

## History

### Essential Standard:

**USH.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.**

**Concept(s): Conflict, Compromise**

### Clarifying Objectives

USH.H.4.1 Analyze the political issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., American Revolution, Constitutional Convention, Bill of Rights, development of political parties, nullification, slavery, states' rights, Civil War).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Political relationships can change and impact the domestic and foreign affairs between people and/or nations.
- A government founded on the division of power and authority may endure internal and external debates that can lead to conflict and/or compromise.
- A leader's response to contemporary issues can result in political conflict or compromise.
- Governmental policies and actions that promote national growth and expansion can create sectional tension and political debate.

#### The student will know

- To what extent self-government and English colonial policy led to conflict and a desire for independence by the colonists.
- How and why the political relationship between the colonists and England changed after the French and Indian War.
- How the structure, powers and authority of a new federal government under the *Articles of Confederation* led to political conflict and their eventual replacement by the *U.S. Constitution*.
- How various opinions over the nature of *republicanism* impacted the debates of the Constitutional Convention and the ratification of the *United States Constitution* (e.g., James Madison's notes on the Convention, the Virginia Plan, the New Jersey Plan, Federalist Papers, John Adams & Thomas Jefferson correspondence).
- How differences in opinion over the power and authority of the national government led to the creation, development, and evolution of American political



parties and their platforms.

- How United States presidents and their administrations encountered specific internal and external conflicts (e.g., debates over the role of government, the rights and responsibilities of citizens, and the distribution of power among and between various institutions).
- How, why, and to what extent executive, judicial and legislative decisions may have increased the power and authority of the federal government (e.g., the Connecticut Compromise, the Judiciary Act of 1789, *Marbury v. Madison*, the Louisiana Purchase, the Monroe Doctrine, the “Emancipation Proclamation” and the Compromise of 1877).
- How, why, and to what extent executive, judicial and legislative decisions may have increased sectional tension within the United States (e.g., the Three-Fifths Compromise, the Alien and Sedition Acts of 1798, the Missouri Compromise, the Tariff of 1828, the Compromise of 1850, the Fugitive Slave Act, the Kansas-Nebraska Act and the Dred Scott decision).
- How and to what extent the failure of political compromises over the expansion of slavery contributed to the onset of the Civil War.
- How and why certain presidential campaigns and elections significantly changed American politics and society (e.g., 1796, 1800, 1824, 1828, 1860 and 1876)
- How political scandals influenced various presidencies and the political development of the nation (e.g., Andrew Jackson, Andrew Johnson and Ulysses S. Grant).
- How and why Reconstruction ended and how it impacted various groups politically and economically (e.g., scalawags, carpetbaggers and free African Americans).

## History

### Essential Standard:

**USH.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.**

**Concept(s): Conflict, Compromise**

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p>USH.H.4.2 Analyze the economic issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., mercantilism, Revolutionary Era taxation, National Bank, taxes, tariffs, territorial expansion, economic “Panics”, Civil War).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Relationships between individuals, groups and nations may change as economic circumstances change.</li> <li>• A nation’s economic development often varies by region which often leads to sectional interests.</li> <li>• While a nation’s economic policies may encourage national growth, these policies may also lead to sectional tensions.</li> <li>• As a nation prospers and grows, economic opportunities may increase for some individuals and groups, while decreasing for others.</li> <li>• An economy’s cyclical nature may challenge individuals, groups and a nation.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How the ideals of <i>mercantilism</i> guided the economic development of the colonies, as well as their relationship with Great Britain.</li> <li>• How and why the economic relationship between Great Britain and its colonies changed after the French and Indian War.</li> <li>• How and to what extent various colonists protested British economic policies leading up to the American Revolution.</li> <li>• How the adoption of Alexander Hamilton’s financial plan impacted the political and economic development of the United States.</li> <li>• How and to what extent “the American System” impacted the economic, political and social development of the United States.</li> <li>• How the development of the American industrial sector, new innovations and the expansion of markets impacted regional economies before the Civil War.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• How the development of the American agricultural sector varied by region leading up to the Civil War (e.g., southern plantations, subsistence farms and western agriculture).</li><li>• How and to what extent the national government's economic policy on behalf of a national bank and tariffs, contributed to sectional tension and state's rights debates leading up to the Civil War.</li><li>• How and why the nation's territorial expansion westward and its belief in <i>Manifest Destiny</i> had both national and sectional economic consequences.</li><li>• How and why national economic panics originated and impacted the political, social and cultural development of the United States. (e.g., Panic of 1819, 1837, 1857, 1873)</li></ul> |
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## History

### Essential Standard:

**USH.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.**

**Concept(s):** Conflict, Compromise

<b>Clarifying Objectives</b>	<b>Unpacking</b> What does this standard mean a student will understand, know and be able to do?
<p>USH.H.4.3 Analyze the social and religious conflicts, movements and reforms that affected the United States from colonization through Reconstruction in terms of participants, strategies, opposition, and results (e.g., Second Great Awakening, Transcendentalism, abolition, temperance, mental illness, prisons, education, etc.).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• The desire for self-improvement and the common good can influence people to reform themselves and society.</li> <li>• Movements for change and reform often become necessary when the relationship between a nation and its ideals are conflicting.</li> <li>• Reform movements require the leadership and participation of various individuals and groups.</li> <li>• The strategies used to achieve reform produce varying degrees of success and opposition.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How and why individuals and groups were inspired by religious values and political ideals to lead and participate in social reform movements in the United States before the Civil War.</li> <li>• How and to what extent economic change influenced the development of major social reform movements in the United States during the 19<sup>th</sup> Century.</li> <li>• How and to what extent the Second Great Awakening influenced the onset of 19<sup>th</sup> Century social reform movements in the United States.</li> <li>• The significance of the abolitionist movement in the United States through the contributions of major leaders and participants, their strategies and opposition, and the results of their efforts by the end of Reconstruction (e.g., Frederick Douglass, William Lloyd Garrison, Sojourner Truth, pamphlets, newspapers, speeches and American Anti-Slavery Society).</li> <li>• The significance of the women's rights movement in the United States through the</li> </ul>

contributions of major leaders and participants, their strategies and opposition, and the results of their efforts by the end of Reconstruction (e.g., Elizabeth Cady Stanton, Lucretia Mott, Seneca Falls Convention, Susan B. Anthony and Lucy Stone).

- The significance of other major reform movements in the United States, such as asylum/mental illness reform, prison reform, labor reform, education reform and temperance through the contributions of major leaders and participants, their strategies and opposition, and the results of their efforts by the end of Reconstruction (e.g., Horace Mann, Dorothea Dix and “Memorial to the Legislature of Massachusetts”).
- How and why ideal utopian communities formed in the early 19<sup>th</sup> century and their implications for American culture and society (e.g., Brook Farm, Oneida Community, Shakers and New Harmony).
- To what extent newly freed African Americans were allowed freedom and equal citizenship.

***Note:** This standard clarifies a distinction between social and cultural issues, conflict and compromise. This clarifying objective demonstrates how social issues and conflict resulted in interaction, movement and reform.*

## History

### Essential Standard:

**USH.H.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States.**

**Concept(s): Conflict, Compromise**

<b>Clarifying Objectives</b>	<b>Unpacking</b> What does this standard mean a student will understand, know and be able to do?
<p>USH.H.4.4 Analyze the cultural conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., displacement of American Indians, manifest destiny, slavery, assimilation, nativism).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Cultural diffusion may come at the expense of cultural traditions.</li> <li>• Cultural diversity derived from religious, ethnic, geographic and class difference may create conflict.</li> <li>• Shared experiences among diverse groups may shape national identity.</li> <li>• Art, literature and music often reflect a region or nation's interests, values and conflicts.</li> <li>• As nations expand and become more diverse, conflict may arise over cultural differences.</li> <li>• Cultural development and differences sometimes lead to open rebellion and/or war.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How British, Spanish and French attempts at empire in North America led to cultural diffusion and conflict between various groups leading up to the American Revolution.</li> <li>• How the cultural development of the British colonies and the early nation varied according to the inhabitants of different regions.</li> <li>• How and to what extent European colonists and enslaved Africans adapted their cultures and institutions to define a new American culture.</li> <li>• How and to what extent revolutionary spirit and independence influenced various cultural groups and defined for the first time what it meant to be an American.</li> <li>• How and to what extent the Market/Industrial Revolution influenced various cultural groups (e.g., cottage industry v. factory system, American system and the Lowell system).</li> </ul>

- How and to what extent the Second Great Awakening influenced various cultural groups (e.g., reform movements, revivalism and camp meetings).
- How, why and to what extent the ideals of American womanhood changed from “republican motherhood” at the time of the American Revolution to the “cult of domesticity” at the start of the Civil War.
- The evolution of colonial relationships and government policies on behalf of American Indians and how such relationships and policies affected both American and American Indian cultures.
- How and why cultural conflicts became open rebellions (e.g., Bacon’s Rebellion, King Phillip’s War, the Salem Witch Trials, the Regulator Movement, Shay’s Rebellion and Nat Turner’s Rebellion) and the extent such rebellions impacted the development of various places before the Civil War.
- How the belief in “Manifest Destiny” and the nation’s territorial expansion westward led to cultural diffusion and conflict between various groups (e.g., 49ers, Mormons, homesteaders, American Indians, African freedmen, Asian immigrants and Hispanics).
- How *nativism* and anti-immigrant behaviors influenced various groups of immigrants (e.g., Scots-Irish, Irish, German and Asian) and the United States before the Civil War.
- How and why American society of the 19<sup>th</sup> century developed a distinctive urban popular culture (e.g., boxing, performing arts and minstrel shows).
- How the institution of slavery impacted the antebellum lives and cultures of those who were enslaved (e.g., the slave trade, plantation division of labor, effects on enslaved women, slave religion and folklore, family life and slave rebellions).
- How the institution of slavery impacted the antebellum lives, cultures and perspectives of those who were free (e.g. free blacks, plantation owners, southern farmers, northern laborers and western settlers).
- The social and cultural effects of the Reconstruction period, and specifically Radical Reconstruction, on newly freed African Americans and the United States.
- How and why American art, literature, and music reflected and impacted national and regional interests, values and/or conflicts (e.g., Romanticism, transcendentalism, Philip Freneau, the Knickerbockers, Nathaniel Hawthorne and Walt Whitman).

	<p><b>Note:</b> This standard clarifies a distinction between <u>social</u> and <u>cultural</u> issues, conflict and compromise. This clarifying objective demonstrates how cultural conflict resulted from the struggle of different individuals and groups to identify with and freely express themselves in a diverse democratic nation.</p>
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## History

### Essential Standard:

**USH.H.5 Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.**

**Concept(s): Freedom, Equality, Power**

### Clarifying Objectives

USH.H.5.1 Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems through Reconstruction (e.g., natural rights, First Great Awakening, Declaration of Independence, transcendentalism, suffrage, abolition, “slavery as a peculiar institution”, etc.).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Diverse groups of people may have to agree upon shared values and principles in order to form and maintain a viable political and economic system.
- A nation may agree on values and principles philosophically, but disagree on the practical political and economic application of those same values and principles.
- Governments can be structured in order to address the needs and desires of the governed.
- Leadership can affect societal, economic and political change in order to promote freedom and equality.

#### The student will know:

- How and to what extent colonial rights and privileges as Englishmen, established in England, influenced the development of colonial political institutions (e.g., the Magna Carta, English Common Law, and the English Bill of Rights).
- How, why and to what extent British colonies encouraged religious freedom and tolerance (e.g., Massachusetts Bay, Rhode Island, Virginia, Maryland, and Pennsylvania).
- How and why the Great Awakening encouraged individualism and personal judgment, revivalism and religious tolerance.
- How British colonists began to express and share ideas about liberty and independence leading up to the American Revolution (e.g., John Dickinson, Samuel Adams, Paul Revere, and Committees of Correspondence).
- How and why Thomas Paine’s pamphlet, *Common Sense*, encouraged revolution and independence.

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|  | <ul style="list-style-type: none"> <li>• How and why Adam Smith and <i>The Wealth of Nations</i> impacted the creation and development of the United States as a capitalistic and free market society.</li> <li>• How, why and to what extent European enlightened philosophers and their writings, such as John Locke and the <i>Two Treatises of Government</i>, impacted the creation and development of the United States as a democratic republic.</li> <li>• How the views of Federalists and Anti-Federalists, such as Alexander Hamilton and Thomas Jefferson, shaped the development of American economic and political institutions.</li> <li>• How and why the Bill of Rights was added to the United States Constitution.</li> <li>• How and why the northern emancipation of slaves and the southern “peculiar institution” of slavery affected the political and economic systems of the United States.</li> <li>• How social reform movements for freedom and equality, such as women’s rights and abolition, impacted the development and platforms of American political parties (e.g., Jacksonian-Democrats, Whigs and Republicans).</li> <li>• How and to what extent the adoption of the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments to the United States Constitution impacted the freedom and equality of African Americans.</li> </ul> |
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## History

### Essential Standard:

**USH.H.5 Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.**

**Concept(s): Freedom, Equality, Power**

### Clarifying Objectives

USH.H.5.2 Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government from colonization through Reconstruction (e.g., the Marshall Court, Jacksonian era, nullification, secession, etc.).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Perceptions of power and authority can lead to actual tension and conflict.
- The power to govern in a democratic system is divided among different groups which, at times, are at odds with each other over how to best govern.
- Leaders can modify the institutions of government in response to the challenges of their time.
- The distribution of power and authority may change during times of tension and conflict.

#### The student will know:

- How the political organization of the royal colonies around a royal governor, councils and assemblies affected the distribution of power between the colonists and Great Britain.
- How the actions and legislation of the British monarch and Parliament after the French and Indian War led to the American Revolution and independence.
- How the creation and implementation of the *Articles of Confederation* affected the distribution of power between the states and with the new national government.
- How the creation and implementation of the *United States Constitution* affected the distribution of power and authority between the states and with the new national government.
- How the debate between the Federalists and Anti-Federalists over the ratification of the *United States Constitution*, impacted the creation of political parties and the distribution of power between levels and institutions of government.

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|  | <ul style="list-style-type: none"> <li>• How, why and to what extent the leadership and presidency of George Washington established a stronger national government.</li> <li>• How the early decisions of Chief Justice John Marshall and the United States Supreme Court increased the power and authority of the national government.</li> <li>• How political platforms, campaigns and elections impacted the distribution of power within the institutions of national government and between the states and nation (e.g., elections and campaigns of 1800, 1824, 1828, 1860, Whig, Free-Soil, Democratic and Republican platforms).</li> <li>• How, why, and to what extent executive, judicial and legislative decisions may have increased the power and authority of the federal government (e.g., the Connecticut Compromise, the Judiciary Act of 1789, <i>Marbury v. Madison</i>, the Louisiana Purchase, the Monroe Doctrine, the bank wars, the “Emancipation Proclamation” and the Compromise of 1877).</li> <li>• How, why, and to what extent executive, judicial and legislative decisions may have increased sectional tension within the United States (e.g., the Three-Fifths Compromise, the Alien and Sedition Acts of 1798, the Missouri Compromise, the Tariff of 1828, the Mexican War, the Compromise of 1850, the Fugitive Slave Act, the Kansas-Nebraska Act and the Dred Scott decision).</li> <li>• How, why and to what extent the wartime leadership of Abraham Lincoln secured the authority of the national government and increased the power of the U.S. Presidency.</li> <li>• How Reconstruction policies and legislation impacted the distribution of power between the southern secession states and the federal government.</li> </ul> |
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## History

### Essential Standard:

**USH.H.6 Understand how and why the role of the United States in the world has changed over time.**

**Concept(s): International Affairs , Foreign Policy**

### Clarifying Objectives

USH.H.6.1 Explain how national economic and political interests helped set the direction of United States foreign policy from independence through Reconstruction (e.g., treaties, embargo, tariffs, Proclamation of Neutrality, Monroe Doctrine, etc.).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Economic and political interests will guide a nation's foreign policy.
- Foreign policy guidelines and international agreements may encourage domestic economic development and enable political security.
- Foreign policy decisions may be a source of national pride or sectional tension.

#### The student will know:

- How, why and to what extent the early republic adhered to a foreign policy of isolationism and neutrality, especially in the wake of the French Revolution.
- How and to what extent international trade policies and diplomatic agreements, such as embargos, tariffs and treaties shaped the development of foreign policy as well as sectional interests within the United States (e.g., Jay's Treaty, Embargo of 1807, Treaty of Ghent and the Tariffs of 1816 and 1828).
- To what extent the Monroe Doctrine secured the nation's dominant economic and political role in the Western Hemisphere.
- How various diplomatic treaties/agreements enabled westward expansion and economic development (e.g., Treaty of Greenville, Louisiana Purchase, Adams-Onis Treaty, Treaty of Guadalupe Hidalgo and Gadsden Purchase).
- How various diplomatic treaties/agreements enabled political security and nationalism (e.g., Louisiana Purchase, Pinckney's Treaty, Adams-Onis Treaty and Treaty of Guadalupe Hidalgo).

# History

## Essential Standard:

**USH.H.6 Understand how and why the role of the United States in the world has changed over time.**

**Concept(s): International Affairs, Foreign Policy**

## Clarifying Objectives

USH.H.6.2 Explain the reasons for involvement in wars prior to Reconstruction and the influence each involvement had on international affairs (e.g., French and Indian War, War of 1812, Mexican War, Civil War)

## Unpacking

What does this standard mean a student will understand, know and be able to do?

### The student will understand:

- When a nation's economic and/or political interests are threatened it can lead to some degree of participation in war.
- Wars and their outcomes are often unsettling and have enduring international consequences for nations and civilians.
- Political and popular opinion on war can shift between government policies or thoughts of isolationism, neutrality and interventionism.

### The student will know:

- How and why the competition between empirical powers led to colonial involvement in the French and Indian War.
- How and why more strict colonial policies by the British government led to colonial discontent, opposition, protest and the American Revolution.
- How the nation's maritime trade interests tested American neutrality and led to undeclared naval wars with foreign states during the early republic.
- How, why and the extent to which maritime rights and/or territorial expansion led to the War of 1812.
- How and why expansionism and a national belief in Manifest Destiny led to the Mexican War.
- How, why and the extent to which the United States Civil War was an "irrepressible conflict."
- How, why and the extent to which American wars through Reconstruction effected national power, foreign policy, international affairs and relationships.

## History

### Essential Standard:

**USH.H.7 Understand the impact of war on American politics, economics, society and culture.**

**Concept(s): War**

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p>USH.H.7.1 Explain the impact of wars on American politics through Reconstruction (e.g., Issues of taxation without representation, Proclamation of 1763, Proclamation of Neutrality, XYZ Affair, Alien &amp; Sedition Acts, War Hawks, Hartford Convention, slavery Compromises, scalawags, carpetbaggers, etc.).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• War can influence the political decisions and development of participant and neutral nations, and their leaders.</li> <li>• Politicians who support or refute a nation's participation in war can politically benefit or suffer from their stance.</li> <li>• A nation's government and its political leaders often assume more authority during periods of conflict, rebellion or warfare.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How the English Civil Wars and the Glorious Revolution of the 17<sup>th</sup> Century impacted the political development of the British colonies.</li> <li>• How and to what extent colonial expansion and various frontier wars with American Indians influenced the political development of the colonies (e.g., Pequot War, King Philips War and Tuscarora War).</li> <li>• How and to what extent imperial wars between England, Spain and France impacted the development and expectation of self-government in the British North American colonies.</li> <li>• How and why British attempts to exert control over its colonies after the French and Indian War led to violent, organized and successful resistance.</li> <li>• How the outcome of the American Revolution impacted the creation of state constitutions, the <i>Articles of Confederation</i> and eventually the <i>United States Constitution</i>.</li> <li>• How the French Revolution tested the neutrality and impacted the foreign policy and politics of the United States.</li> </ul>

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|  | <ul style="list-style-type: none"> <li>• How and why political parties continued to debate the proper role of government long after the War for Independence ended.</li> <li>• How empirical conflict between Great Britain and France tested the neutrality of the United States.</li> <li>• How and why the War of 1812 created a stronger national government and sense of nationalism/patriotism among United States citizens.</li> <li>• How and to what extent American participation in and debate over war shaped the development and platforms of national political parties.</li> <li>• How and why political leaders crafted sectional compromises following the Mexican War.</li> <li>• How and to what extent the secession of southern states impacted congress and the development of federal policies during the Civil War and Reconstruction.</li> <li>• How, why and to what extent the Civil War and Reconstruction strengthened the power and authority of the national government over the states.</li> </ul> |
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## History

### Essential Standard:

**USH.H.7 Understand the impact of war on American politics, economics, society and culture.**

**Concept(s): War**

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p>USH.H.7.2 Explain the impact of wars on the American economy through Reconstruction (e.g., colonial debt, salutary neglect, protective tariffs, inflation, profiteering, Hamilton’s economic plan, embargo, etc.).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Civilians and their governments will economically sacrifice and suffer because of war.</li> <li>• Nation-states have difficulty financing war efforts and overcoming the results of war.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How the English Civil Wars and the Glorious Revolution of the 17<sup>th</sup> Century impacted British economic policy and the economic development of the colonies.</li> <li>• How a series of European colonial wars between England, France and Spain, culminating with the French and Indian War, impacted British financial policy and the economic development of the British colonies.</li> <li>• The extent to which colonists had difficulty in financing and winning the American Revolution.</li> <li>• How and to what extent debt accumulated during the American Revolution threatened the economic development of the new nation under the <i>Articles of Confederation</i> and the <i>United States Constitution</i>.</li> <li>• How war between Britain and France impacted American trade and shipping leading up to the War of 1812.</li> <li>• How wars and conflicts, such as the War of 1812 and Civil War, influenced the development of the nation’s industrial base.</li> <li>• How, why and to what extent the outcome of the Mexican War led to the economic development of the United States and the expansion and settlement of the Western frontier.</li> <li>• How the United States Civil War impacted the economies of the northern, southern</li> </ul>

and western states.

- How and why tenancy and sharecropping prevailed in the South after the Civil War.
- How, why and to what extent the United States involvement in various wars led to economic crisis and panic.

## History

### Essential Standard:

USH.H.7 Understand the impact of war on American politics, economics, society and culture.

Concept(s): War

### Clarifying Objectives

USH.H.7.3 Explain the impact of wars on American society and culture through Reconstruction (e.g., salutary neglect, slavery, breakup of the plantation system, carpetbaggers, scalawags, KKK, and relocation of American Indians, etc.).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Expansion and settlement in the absence of governmental authority, power and law can lead to open cultural conflict and rebellion.
- Wars between countries of competing ideologies and influence can create societal suspension, anxiety, fear and discrimination.
- The perception of wars and their purpose may help determine the degree of mobilization and participation of a democratic nation and its citizens.
- Culture, as exemplified by art, music, fashion, literature and language, can reflect the fear and anxiety created by warfare.

#### The student will know:

- How and to what extent imperial wars between England, Spain and France impacted the cultural development and identity of “New World” settlers through the French and Indian War.
- How and to what extent the American Revolution and independence transformed the cultures of the British colonies and defined for the first time what it meant to be an American.

	<ul style="list-style-type: none"> <li>• How the American Revolution split the British colonies into Patriots or Loyalists and the effect of that split on American society and the war.</li> <li>• How continuous war and conflict between American Indians and the young republic as a result of territorial expansion and migration resulted in relocation and assimilation.</li> <li>• How, why and to what extent the War of 1812 promoted nationalism and patriotism in the United States.</li> <li>• How, why and to what extent the Mexican War invoked antiwar sentiment and sectionalism in the United States.</li> <li>• How and why the mobilization, devastation and outcome of the United States Civil War impacted northern, southern and western societies and culture.</li> <li>• How and to what extent newly freed African Americans culturally benefited from the political and economic reconstruction of the South</li> <li>• How wars impacted the roles, responsibilities and perceptions of women in American society through Reconstruction.</li> <li>• How and to what extent nationalism, patriotism and participation in warfare was reflected in American art, literature, music and language.</li> <li>• How and to what extent civil liberties were impacted by various wars and conflicts.</li> <li>• How and why political leaders and citizens adopted different tactics and justifications to oppose war at different times through Reconstruction.</li> </ul>
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## History

### Essential Standard:

**USH.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States.**

**Concept(s): Progress, Crisis, “the American Dream”**

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p>USH.H.8.1 Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” through Reconstruction (e.g., inventions, Industrial Revolution, American System, etc.).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Individual risks, aspirations and ingenuity often lead to innovation, economic development and progress.</li> <li>• Governments may create policies that encourage economic growth and development.</li> <li>• Different groups of people may be affected in different ways by economic growth.</li> <li>• Innovation designed to solve problems may result in the creation of new problems.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How the 17<sup>th</sup> and early 18<sup>th</sup> century growth of cash crops, colonial land policies and indentured or enslaved labor led to the economic development of the plantation system and a landed gentry in the South.</li> <li>• How the 17<sup>th</sup> and early 18<sup>th</sup> century growth of commerce shipbuilding and commercial agriculture encouraged materialism and economic development in New England.</li> <li>• How the 17<sup>th</sup> and early 18<sup>th</sup> century growth of commerce, colonial land policies, and surplus agriculture led to the cultural diversity and economic development of the Middle Colonies.</li> <li>• How the system of mercantilism led to “Triangular Trade” and the economic development of Great Britain and the colonies.</li> <li>• How the advancement of printing technologies and the availability of popular literature, through pamphlets, newspapers and magazines, impacted American culture from the Revolution to the Civil War.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• How and why the late 18<sup>th</sup> century Industrial Revolution and emergence of new technologies began in Great Britain and the extent it impacted the economic development of the United States (e.g., coal powered steam engine, textile machines for spinning thread and weaving cloth and iron production).</li><li>• How the construction of the Erie Canal impacted the economic development and cultural progress of the United States.</li><li>• How the invention of the cotton gin impacted the institution of slavery, as well as the economic development of southern states and the nation.</li><li>• How and to what extent the mid 19<sup>th</sup> century Industrial Revolution and emergence of new transportation and communication technologies impacted the economic development of the United States (e.g., national telegraph and railroad system, steamships and telephone).</li><li>• How, why and to what extent American innovation before the Civil War improved living conditions for Americans (e.g., indoor plumbing, vulcanized rubber, central heating, gas lighting, sewing machines, sewer systems and typewriter).</li><li>• How, why and to what extent American innovations immediately after the Civil War led to economic development and settlement of the frontier (e.g., barbed wire, farm implements, air brakes and steam turbines).</li></ul> |
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## History

### Essential Standard:

**USH.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States.**

**Concept(s): Progress, Crisis, “the American Dream”**

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
<p>USH.H.8.2 Explain how opportunity and mobility impacted various groups within American society through Reconstruction (e.g., Lowell and other “mill towns”, Manifest Destiny, immigrants/migrants, Gold Rush, Homestead Act, Morrill Act, Exodusters, women, various ethnic groups, etc.).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Opportunity and mobility on behalf of survival, perseverance and self-improvement can have both positive and negative impacts for various groups and their communities.</li> <li>• People often move, despite barriers, when given an opportunity.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How British colonists persevered in the face of harsh conditions to colonize North America.</li> <li>• How the American Revolution and independence from Great Britain impacted those who were patriots, loyalists or neutral in the cause.</li> <li>• How and to what extent West Africans and their cultures survived the Middle Passage and the conditions of slavery.</li> <li>• How American Indians were impacted by European colonization and the nation’s westward expansion.</li> <li>• How the late 18<sup>th</sup> century Industrial Revolution and emergence of new technologies in the New England textile industry impacted women and their roles in society (e.g., Lowell Mill Girls and families within the Rhode Island system).</li> <li>• How and to what extent the emergence of industry and commerce in the North and Midwest led to increased opportunities for migrants/immigrants by the mid 19<sup>th</sup> Century (e.g., Northern and Southern migrants, Irish and German immigrants).</li> <li>• How and to what extent the California gold rush benefited or harmed groups moving to western mining camps (e.g., American 49ers, Hispanics, Chinese, American Indians and women).</li> <li>• How and to what extent government legislation encouraged westward movement</li> </ul>

	<p>and economic opportunity along the western frontier (e.g., Northwest Ordinance, Louisiana Purchase, American System, Homestead Act, Morrill Act and Indian Removal).</p> <ul style="list-style-type: none"> <li>• How the battles of the Civil War and the movement of Confederate and Union troops along southern battlefields impacted southern communities.</li> <li>• How and to what extent Republican “scalawags” and “carpetbaggers” benefited from Reconstruction.</li> </ul>
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## History

### Essential Standard:

**USH.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States.**

**Concept(s): Progress, Crisis, “the American Dream”**

<b>Clarifying Objectives</b>	<b>Unpacking</b> What does this standard mean a student will understand, know and be able to do?
<p>USH.H.8.3 Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” through Reconstruction (e.g., plantation society, transcendentalism, 49ers, etc.).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• National ideals often influence an individual or group’s perceptions of themselves, their country, and their place within society.</li> <li>• National ideals may not always be attainable or equitable for everyone.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• To what extent land policies and inheritance laws based on primogeniture and entail limited or expanded opportunities for settlers in the British colonies.</li> <li>• To what extent the declaration and fulfillment of independence from Great Britain established freedoms and equality for the colonists.</li> <li>• To what extent the southern economy founded on the growth of cash crops and the slave labor of plantation societies promoted or suppressed economic opportunities for southerners.</li> <li>• To what extent the northern economy founded on the commerce, shipping and</li> </ul>

manufacturing of urban communities promoted or suppressed economic opportunities for those groups migrating, immigrating and/or settling in the North.

- To what extent the United States became a more democratic and inclusive society because of the social reform movements of the mid 19<sup>th</sup> Century (e.g., abolition, women's rights, education reform, asylum reform, temperance, prison reform).
- To what extent Jacksonian Democracy benefited the "common man".
- To what extent 19<sup>th</sup> century utopian societies fulfilled their idea of the "American Dream" (e.g., Shakers, Oneida Community and Brook Farm).
- To what extent westward movement and settlement of various groups fulfilled or denied the promises of freedom and prosperity along the frontier (e.g., American Indians, women, homesteaders, Mormons and missionaries).
- To what extent newly freed African Americans benefited politically, socially and economically from the reconstruction of the South.



## History

### Essential Standard:

USH.H.8 Analyze the relationship between progress, crisis and the “American Dream” within the United States.

Concept(s): Progress, Crisis, “the American Dream”

### Clarifying Objectives

USH.H.8.4 Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis through Reconstruction (e.g., Hamilton’s Financial Plan, Bank of the United States, Embargo of 1807, Manifest Destiny, phases of Reconstruction, etc.).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- An individual or group’s perceptions of themselves, their country, and their place within a society may be influenced by times of prosperity and crisis.

#### The student will know:

- How explorers and colonists justified their risks and perseverance in exploring and settling the “New World” (e.g., John Smith’s *The Generall Historie of Virginia*, John Winthrop’s “City upon a Hill”, Roger Williams, Anne Hutchinson and William Penn).
- How American Indians fought, appealed and made concessions at times of colonial encroachment and national expansion (e.g., Pequot War, *Seneca Chief Cornplanter’s address to George Washington*, Elias Boudinot and the Trail of Tears).
- How and why colonists declared and gained independence from Great Britain (e.g., James Otis and *The Rights of the British Colonists Asserted*, John Dickinson and *Letters of a Pennsylvania Farmer*, Thomas Paine and *Common Sense*, Thomas Jefferson and *The Declaration of Independence*).
- How the founding fathers defined and directed the birth of a new republic under the *United States Constitution* (e.g., *Federalist Papers*, Alexander Hamilton and *Report to Congress on the Subject of Manufactures* and the correspondence between Thomas Jefferson and John Adams).
- How politicians, opportunists and/or activists either defended or protested expansionism and Manifest Destiny (e.g., James K. Polk, John L. O’Sullivan and Henry David Thoreau).
- How southerners and politicians defended state’s rights, slavery, and the idea of

nullification at times of sectional tension and political debate (e.g., *Virginia and Kentucky Resolutions*, John C. Calhoun, George Fitzhugh and *South Carolina Exposition and Protest*).

- How politicians defended nationalism and compromise in terms of unity and national security (e.g., Andrew Jackson, Daniel Webster and Henry Clay).
- How and to what extent the 19<sup>th</sup> Century romantic movement of thought, literature and the arts reflected individualism and the virtues of common people (e.g., Ralph Waldo Emerson, Nathaniel Hawthorne, Harriet Beecher Stowe and Walt Whitman).
- How slaves and freedmen reacted to the proposition that “all men are created equal” during the era of African American slavery (e.g., *Narrative of the Life of Frederick Douglass*, “Ain’t I a Woman”, Phyllis Wheatley, Harriet Jacobs and Nat Turner).
- How women reacted to the promise that “all men are created equal” in the absence of gender rights (e.g., Abigail Adams correspondence to John Adams, *The Declaration of Sentiments*, Sarah and Angelina Grimke).
- How American leaders, reformers and activists struggled to give greater meaning to the proposition that “all men are created equal” (e.g., Henry David Thoreau and “Civil Disobedience”, Frederick Douglass and “What to a Slave is the Fourth of July?” and Abraham Lincoln and the *Gettysburg Address*).